

0. What's the business?

First off, let's make sure we've defined what we think this business is about.

What is the positioning statement?

NOTES

This is a good way to do an early litmus test of how far along you are on formulating the business. You should, of course, feel free to come back to it and revise it often in these early phases.

Geoff Moore (of [Crossing the Chasm](#)) offers this syntax for a positioning statement:

For (target customer) who (statement of the need or opportunity), the (product name) is a (product category) that (statement of key benefit – that is, compelling reason to buy). Unlike (primary competitive alternative), our product (statement of primary differentiation).

EXAMPLE POSITIONING STATEMENT FROM [ENABLE QUIZ](#)

The positioning statement for Enable Quiz is [brackets added to help you connect it with the item below only]:

For [hiring managers] who [need to evaluate technical talent], [Enable Quiz] is a [talent assessment system] that [allows for quick and easy assessment of topical understanding in key engineering topics]. Unlike [formal certifications or ad hoc questions], our product [allows for lightweight but consistent assessments of technical talent].

Butterfly Apps

For Asian Americans Teen, living in a community that are 3 times less likely to seek mental health services, who is not equipped with the basic skills to cope their mental health issue, the Butterfly is a mental wellness app will help them to manage their mood and enhance their mental wellness. Unlike using ignoring or use consistent denial to hide the issue, our app will provide a culturally sensitive service to address the knowledge and skill gap using CBT principle and keep track of their progress in a systematic way.

1. Personas

In this section, you'll create a humanized view of your customer, be they buyer and/or user of your product. Turns out, this is the most actionable way to anchor just about any development activity.



[TUTORIAL & EXAMPLES](#)



[WORKSHOP](#)

[INSERT Name of Person - '[Eileen the Asian American High School Student](#)']

Screening Question: [[The initial screening criteria would be Asian Americans aged between 13 to 19 who felt sad or upsets a few times in the past week](#)]



Eileen is a sophomore from a high school near her home. She grown up in a middle-class household in Malden. Her dad Jack, works as an account manager for a global manufacturing company; while her mom, Hellen works part-time as a research at a pharmaceutical company. Both her parents immigrated to US a few years ago and started a family here with 3 children now.

Similar as her siblings, her parents would enroll her for several extra-curricular classes after school since kindergarten. She liked the dance classes and practiced ballet as requested by her parents even though she is really interested in Hip Hop as she felt it is more freeing expression of herself. She got good grades at her primary

school and was adored by teachers and have quite a few friends at school. She was also the president for the school's dance club and was actively involved in school activities, because serving the students makes her felt really fulfilling. She loved travelling to different places and volunteering in local animal shelters at her very limited free time.

Her favorite subject in primary school was language arts and she was very good at Spanish and world history. Her parents warned her about the merits of being good at STEM classes and “better/safer” career path for people trained in STEM career. She also did quite well to in her entrance exam to get into a good public high school and her parents was happy that she met their expectation. She does compete with her siblings at times, they all excelled academically and played Piano and chess respectively.

However, things take a turn as she started her high school. In her freshman year in high school, Eileen frequently woke up feeling exhausted and felt hard to get out of bed. She would curl up and go back to sleep until her Mom dragged her out of bed or yell at her. Then she would go to school (late a few times) on a school bus and she would sit at the back quietly playing with her phone with earbuds. She dreaded for most of the classes except the Spanish class, and often lost in her own thoughts in classes. She felt guilty for not paying attention to the classes, but she couldn't help wondering away in her thoughts. After dragging through her classes, she would wait for Hellen to pick her up and send her to after-school classes, she doesn't know the point of taking them, but would still try her best to finish them. Then she would go home and start working on her homework, which become another struggle for her. Her friends felt she is distant and secretive, even though Eileen is trying to put up a happy front. She felt that she tried really hard, but it has become harder and harder for her; to the point that she felt so alone and despite. She thought of reach out to school consular, but she felt that might bring shame to her family. She looked online for reasons she felt this way, but there are so many website and she is confused and even more scared after reading some of them.

Her parents thought she is just being lazy, and tried everything they think they could to help her. However, Eileen still missed a few days in school and often are late to arrive school in her sophomore years. Worse still, her grades also fell and the school administrator asked both Jack and Hellen to school to warn them about her performance.

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| Thinks | Eileen thinks that culturally sensitive mental wellness material should be taught, so Asian American Teens can be empowered to better manage their mood and improve their mental health wellbeing. She thinks that if there are programs/tools to that she can access through her smartphone without having to schedule appointments or felt embarrassed, she might be willing to try to use it. |
| Sees | Eileen sees that her Caucasian classmates are more likely to openly talk about their issues to school counsellor or teachers. In the meanwhile, her Asian friends are less likely to reach out to school counsellor. While some of her Asian friends might talk to their friends/Family about the issues they are dealing with, their limited network can't really help them without proper training. |
| Feels | Eileen felt really exhausted after a day at school and other after-school activities. She felt guilty that her grades fall and her parents are called to administrator's office. She felt helpless and confused when she tried to search for more information and look for help on line. She also felt angry that her parents don't really understand her pain and suffering. |
| Does | Eileen struggles every morning to get up. Eileen would usually play with her smart phone with earbuds on, so she can avoid interact with people if she is tired. She would often be lost in her thoughts in class and then lose track of flow of the classes. She lost interest in most of the after- school classes/activities that she is doing and can't wait to get home to her bed. She used to love ballet dancing, but now she is struggle to get the energy to finish all the moves. |

2. Problem Scenarios, Alternatives, & Value Propositions

Here you'll lay out the specific problems you're going to solve for the user, be those habits, desires, or jobs to be done. You'll also identify their current alternative(s).



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| Problem Scenarios | Current Alternatives | Your Value Proposition |
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| Asian American teens usually are not sure if they might suffer from any mood disorder, e.g. depression, anxiety. This is usually related to their cultural background where mental health issue is taboo subjects and are rarely talked | They might think they are just feeling sad or not enough sleep, so they would bottle it up and blame themselves for their suffering; or they might talk to their personal network, close friends, who might not have the right knowledge/skills | We will offer common standard screening questionnaire for depression/anxiety to the Asian American teenagers so that they could have a better understanding of their mood. We would also offer basic educational materials daily for them to |

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| about. | to help them. | educate them about the mental wellness. |
| Asian American teens often get confused with different resources they found online. They also feel that the guidelines and resources can be generic without the culture sensitivity | They might give up out of frustration or confusion. Or they might start self-medicate without any professional supervision to keep it a secret. | We will organize the most relevant information in a more intuitive way for all users. We will also present culturally sensitive resources based on their survey score so it is more customized and tailored towards their need. We will also offer online chat function if they need to talk to someone anonymously |
| Asian American teens don't have the right knowledge or skills to help them manage their mood even if they realize they might have depression/anxiety disorder and they are unwilling to talk to school counsellor, because of the stigma associated with it | They would be in denial and do nothing while hoping it will go away. Or they would search online to look for help. Or they might even turn to substances in the worst case. | We would offer them culturally sensitive Cognitive Behavior Therapy techniques through the app for them to disrupt the cognitive distortions that leads to the mental health issue they are suffering. This UI would be designed to engage them and give them the options to choose different techniques. |
| Asian American teens suffering from mental health issue doesn't have a tool to practice cognitive behavior driven techniques/skills to gain the efficacy systematically and tracking their progress in regular intervals until they master the techniques/skillsets | They might not aware of the behavior techniques, hence doing nothing; even if they find them, they might not be able to consistently practice it and track their progress to get a sense of achievement | We would offer daily challenges and reminders for them to practice and different incentive structures for them to keep on using the techniques. We would also track their self-report mood score to measure their progress regularly and frequently. |